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ABSTRACT

Fall 1985 and fall 1989 enrollments at Miami-Dade Community College (M-DCC) are compared in this report, highlighting changes in ethnic composition, native language, degree declarations, credits earned, age, credit load, immigration status for the student body as a whole, and for new students. Highlighted findings include the following: (1) between fall 1985 and fall 1989, credit enrollments increased by 19.1%, from 41,269 to 49,145 students; (2) Black enrollments showed the largest percentage growth, 28.2% (N=1,787) during this period, while Hispanic enrollments showed the largest student growth, an increase of 25.7% (N=5,520), and White enrollments increased by 3.1% (N=389); (3) in spite of the large increase in Hispanic enrollments, the number of students claiming English as their native language increased by 25.5%, while native Spanish speakers increased by only 17.3%; (4) there were disproportionately large increases in numbers of continuing students (+21.7%), students with more than 60 earned credits (+37.0%), and students declaring an associate in arts degree major (+28.6%); (5) in both overall enrollments and among new students, there has been a larger increase in full-time students than part-timers; (6) a 22.4% increase in 21- to 30-year olds, a 30.3% increase in 31- to 50-year olds, and a decrease of 11.7% in the "over 50" age group left the average student age constant at 25.7 years old; and (13) examination of Immigration status revealed that most of the growth came from U.S. Citizens or Resident Aliens. Data tables and bar graphs are included. (GFW)

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ANALYSIS OF ENROLLMENT GROWTH: 1985 TO 1989

Research Report No. 90-14R

June 1990

Institutional Research

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Miami-Dade Community College

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Miami-Dade Community College

OFFICE OF INSTITUTIONAL RESEARCH

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Highlights

Over the past four years, enrollment at Miami-Dade Community College has boomed. In the Fall Term of 1985, the College enrolled 41,269 credit students, the lowest number since 1976. This past Fall Term the credit headcount reached 49,145. The total enrollment growth since 1985 has been 19.1%, an increase of 7,876 students. The new student growth has been 14.4% or an increase of 1,188 students. The purpose of the present report is to compare the Fall Term 1985 enrollment composition with that of Fall Term 1989 in order to examine the growth.

Almost all of the total enrollment growth consisted of Hispanics (+5,520 students) and Blacks (+1,787 students), with Blacks showing the largest percent increase (28.2%). Among new students, White enrollment actually declined by 3%. In spite of the large Hispanic increase, the total number of students who claim English as their native language increased by more than 5,000 students or 25.5%. This same pattern also occurred for new students. In both cases we may be seeing second or third generation Hispanics who now identify as native English speakers, even if they are bilingual.

Compared to the overall 19.1% enrollment growth, there has been a disproportionate increase in continuing students (+21.7%), in the number of students with more than sixty credits earned (+37.0%), and in students declaring the Associate in Arts Degree (+28.6%). These data suggest a slight CLAST "back-up" effect contributing to our enrollment growth. Associate in Arts Degree declarations are up in general, however, and have increased by 20.1% for new students. Surprisingly, non-degree declarations have increased more for new students (+11.3%) than for the overall enrollment (+9.7%).

In both the overall enrollment and among new students, there has been a larger increase in full-time than in part-time students. This has led to a slight increase in average credit load.

While the average age of our students has remained almost constant at 25.7 years old, this is the result of an 11.7% decrease in the "over 50" age group and an increase in the mid-range ages (a 22.4% increase in students 21-30 years old; a 30.3% increase in students 31-50 years old).

While only about 10% of the overall enrollment growth came from non-Dade County residents, 40% of the new student growth was from students who were not Dade County residents. An attempt to identify "magnet" programs focused on the Fall Term 1989 new students, and revealed that 12.5% of the non-Dade County residents declared the high school in Israel program, 11.6% declared pre-Bachelor of Arts, 10% Business Administration A.A., and 9% non-degree occupational upgrade.

Finally, an examination of Immigration status revealed that most of our growth has come from U.S. Citizens or Resident Aliens. This was true for both the overall enrollment and for new students.

Analysis of Enrollment Growth: 1985 to 1989

In the Fall Term of 1985, the College enrollment was 41,269 credit students, the lowest enrollment since 1976. From 1985 on, the enrollment has grown each term. This past Fall Term the credit headcount reached 49,145, an increase of almost 8,000 students over 1985. The purpose of the present report is to compare the Fall Term 1985 student composition with that for Fall Term of 1989 in order to examine this growth.

Overall Demographic Changes

Table 1 compares 1985 students with 1989 students by ethnic category. The largest percent increase has been for Blacks (+28.2%), with Hispanics providing the largest absolute increase (+5,520 students). The White enrollment has remained almost flat during this growth period and is now less than half that of the Hispanic enrollment.

Table 1

Ethnic Changes
Fall Term 1985 to Fall Term 1989

Fall Term	White	Black	Hispanic	Total
1985	12,544	6,338	21,439	41,269
1989	12,933	8,125	26,959	49,145
Change	+ 389	+1,787	+5,520	+7,876
%Change	+ 3.1%	+ 28.2%	+ 25.7%	+ 19.1%

Changes in native language indicate that much of the Hispanic growth includes students who claim English as their first language. Table 2 shows that while we have over 5,000 more students who identify themselves as Hispanic, only 2,782 more students indicate that their native language is Spanish. This may reflect second or third generation Hispanics who identify as English speakers or who learned both languages simultaneously.

Table 2

Changes in Native Language
Fall Term 1985 to Fall Term 1989

Fall Term	English	Spanish	Other	Total
1985	21,649	16,076	3,544	41,269
1989	27,169	18,858	3,118	49,145
Change	+5,520	+2,782	- 426	+7,876
%Change	+ 25.5%	+ 17.3%	-12.0%	+ 19.1%

Table 3 shows changes by enrollment code. It is apparent that the largest growth has been in Continuing students, with a 21.7% increase and almost 6,000 more students. This has led to a slight shift in composition, so that in the Fall Term of 1989 Continuing students are 65.9% of the enrollment, compared to 64.4% in 1985.

Table 3

Enrollment Code Changes
Fall Term 1985 to Fall Term 1989

Fall Term	New Students	Transfer	Former	Continuing	Total
1985	8,224	2,287	4,169	26,589	41,269
1989	9,412	2,597	4,769	32,367	49,145
Change	+1,188	+ 310	+ 600	+5,778	+7,876
%Change	+ 14.4%	+13.5%	+14.4%	+ 21.7%	+ 19.1%

Table 4 shows that Associate in Arts degree-seeking students account for the bulk of the enrollment growth, with almost 7,000 more students and a 28.6% increase from the Fall Term of 1985. This suggests either a shift in degree declarations, or a "back-up" in the enrollment of Associate in Arts (A.A.) degree-seekers related to changes in curriculum associated with the CLAST. Note also that Certificate declarations have declined dramatically as a result of the phase-out of college credit occupational certificates.

Table 4

Changes in Degree Declarations
Fall Term 1985 to Fall Term 1989

Fall Term	Associate in Arts	Associate in Science	Non-Degree	Certificates	Total
1985	24,071	9,287	7,396	515	41,269
1989	30,953	9,990	8,114	88	49,145
Change	+6,882	+ 703	+ 718	- 427	+7,876
%Change	+ 28.6%	+ 7.6%	+ 9.7%	- 82.9%	+ 19.1%

Further evidence that there is a "back-up" in the enrollment can be seen from Table 5. There has been a 37% increase in students enrolled in the Fall Term with more than 60 credits earned prior to the term. The growth in this category should have been slightly less than the 19% growth from Fall Term 1985 to Fall Term 1989 since it takes students time to accumulate 60 credits. Even if the "61+ Credit" category grew at the 19% rate evident in the total enrollment, we would have seen an increase of only 1,173 students. Clearly there are well over 1,000 more students in this high credit range than can be explained by simple growth.

Table 5

Changes in Credits Earned Prior to Term
Fall Term 1985 to Fall Term 1989

Fall Term	16 Credits	16-30 Credits	31-60 Credits	61+ Credits	Total
1985	18,488	6,887	9,750	6,144	41,269
1989	20,951	8,497	11,279	8,418	49,145
Change	+2,463	+1,610	+1,529	+2,274	+7,876
%Change	+ 13.3%	+ 23.4%	+ 15.7%	+ 37.0%	+ 19.1%

While growth has occurred in all age categories, the largest increase is for older students. Table 6 shows that the biggest percent increase has been in the "31-50" age group (+30.3%). Because of the drop in the "over 50" age group, however, the average age has remained almost constant at 25.6 years old in 1985 compared to 25.7 years old in 1989.

Table 6

Changes in Age
Fall Term 1985 to Fall Term 1989

Fall Term	14-20 Years Old	21-30 Years Old	31-50 Years Old	Over 50 Years Old	Total
1985	15,356	17,350	7,310	1,253	41,269
1989	17,271	21,242	9,526	1,106	49,145
Change	+1,915	+3,892	+2,216	- 147	+7,876
%Change	+ 12.5%	+ 22.4%	+ 30.3%	-11.7%	+ 19.1%

There has been a larger percent increase in full-time (22.1%) than in part-time (17.5%) students. Table 7 shows that within the part-time credit ranges, the 10-11 credit range has the largest growth at 32.3%. The net result of these shifts is an average credit load of 8.91 for the 1989 Fall Term compared to 8.81 in 1985.

Table 7

Changes in Credit Load
Fall Term 1985 to Fall Term 1989

Fall Term	0-3 Credits	4-9 Credits	10-11 Credits	Total Part-Time	12-15 Credits	16-21 Credits	21+ Credits	Total Full-Time
1985	7,106	16,156	3,490	26,752	12,415	1,891	211	14,517
1989	6,977	19,830	4,618	31,425	15,257	2,411	52	17,720
Change	- 129	+3,674	+1,128	+4,673	+2,842	+ 520	- 159	+3,203
%Change	- 1.8%	+ 22.7%	+ 32.3%	+ 17.5%	+ 22.9%	+27.5%	-75.3%	+ 22.1%

Finally, an examination of Immigration status reveals that the growth has come primarily from U.S. Citizens and Resident Aliens. Table 8 shows that there are only about 300 more students in the "Candidate for Asylum" category which parallels our Nicaraguan enrollment. Visa student enrollment is essentially flat.

Table 8

Changes in Immigration Status
Fall Term 1985 to Fall Term 1989

Fall Term	U.S. Citizen	Resident Alien	Visa	Candidate Asylum	Asylee	Total
1985	26,195	10,032	2,220	1,892	45	41,269
1989	31,016	11,801	2,155	2,211	479	49,145
Change	+4,821	+1,769	- 65	+ 319	+434	+7,876
%Change	+18.4%	+ 17.6%	- 2.9%	+16.9%	---	+ 19.1%

In summary, the College experienced a 19% enrollment growth from the Fall Term of 1985 to 1989. The absolute student growth was 7,876. Hispanics showed the largest student growth (+5,520) while Blacks showed the largest percent growth (+28.2%). The number of students who claim English as their native language increased more than the number who claim Spanish (+25.5% vs. +17.3%). There were 5,778 more Continuing students in the

Fall Term of 1989, accounting for almost three-fourths of the growth. A shift in degree declarations has resulted in a +6,882 change in the Associate in Arts declaration. The 21-50 year-old age group increased by over 6,000 students, and full-timers have increased more than part-timers (+32.3% vs. +22.1%). Evidence that there is a "back-up" effect in the enrollment includes an increase in Continuing students, an increase in A.A. declarations, and a 37% increase in students with more than 60 credits earned.

These changes are summarized visually in Figures 1 through 8. The number of students in various categories are compared for 1989 (dark bars) vs. 1985 (light bars). The percent change in each category is superimposed as a line, with values given on the right axis of each graph.

Changes in New Student Demographics

Changes in the overall enrollment reflect the influence of a variety of factors. One of these might be a gradual shift in the demographic composition of new students. With this in mind, a separate set of data are presented for the combined new student enrollment codes (J,E,N,X). Changes seen here from the Fall Term of 1985 to 1989 may presage trends yet to come in the overall student body.

There was a 14% growth in new students from 1985 to 1989. Table 9 shows that Black enrollment growth was even stronger among new students than was true for the enrollment as a whole (Table 1), and that White enrollment actually declined.

Table 9

Ethnic Changes for New Students
Fall Term 1985 to Fall Term 1989

Fall Term	White	Black	Hispanic	Total
1985	2,440	1,240	4,348	8,224
1989	2,367	1,672	5,167	9,412
Change	- 73	+ 432	+ 819	~~+1,188~~ 1178
%Change	- 3.0%	+34.8%	+18.8%	~~+14.4%~~ 14.3%

Figure 1

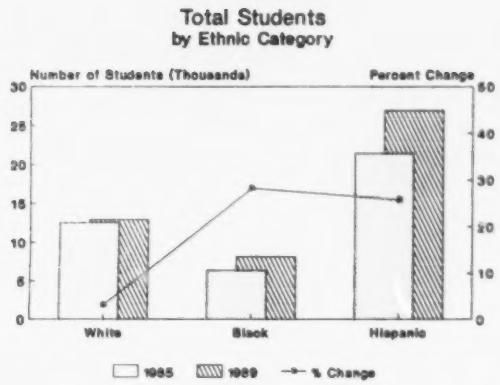


Figure 2

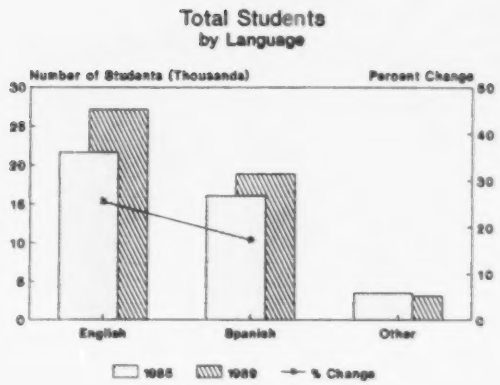
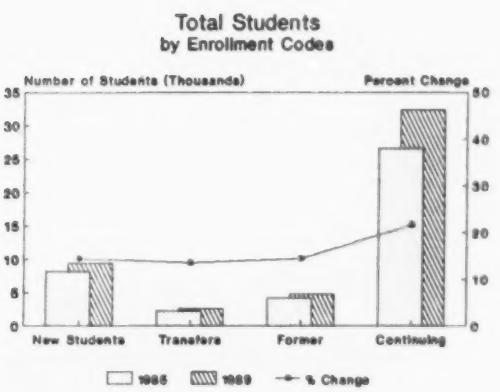


Figure 3



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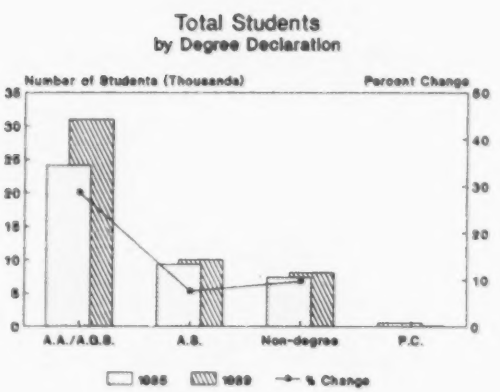
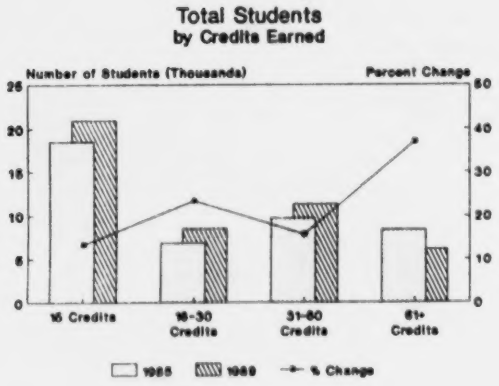


Figure 5



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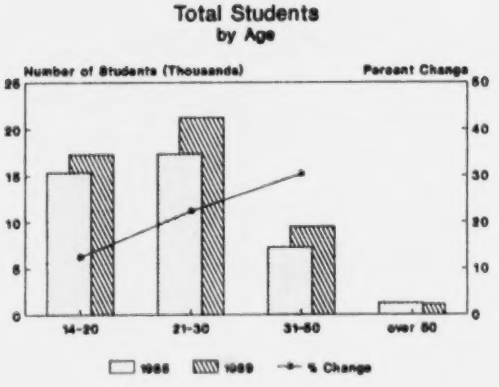


Figure 7

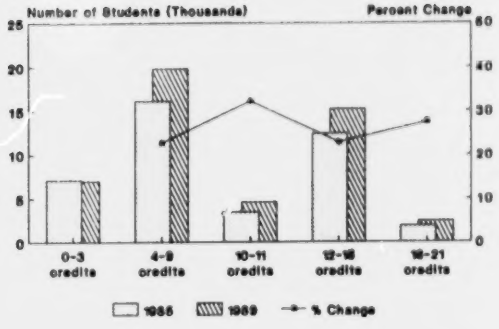
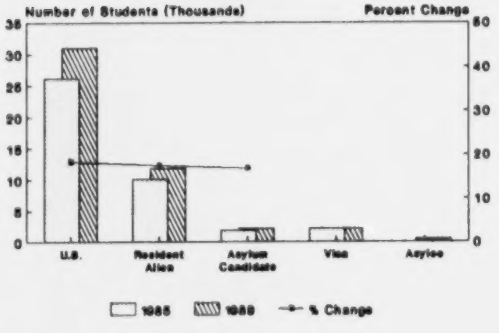


Figure 8



Changes in native language for new students again indicate that much of the Hispanic growth includes students who report English as their first language. While we have over 800 more Hispanic new students, Table 10 shows that we have only 349 more with a native language of Spanish. The biggest absolute and percent increase is for native English speakers.

Table 10

Changes in Native Language for New Students
Fall Term 1985 to Fall Term 1989

Fall Term	English	Spanish	Other	Total
1985	4,682	3,024	518	8,224
1989	5,453	3,373	586	9,412
Change	+ 771	+ 349	+ 68	+1,188
% Change	+16.5%	+11.5%	+13.1%	+ 14.4%

Table 11 shows that Associate in Arts degree-seeking students also account for the bulk of the new student enrollment growth, with a 20.1% increase from the Fall Term of 1985. This suggests that we are indeed seeing a shift in degree declarations. Note that Associate in Science declarations are almost flat, while non-degree declarations increased more than one might expect for new students. (By contrast, a separate analysis of former students showed a 14.4% enrollment growth in this time period, but only a 3.5% growth in non-degree declarations.)

Table 11

Changes in Degree Declarations for New Students
Fall Term 1985 to Fall Term 1989

Fall Term	Associate in Arts	Associate in Science	Non-Degree	Certificates	Total
1985	5,125	1,410	1,618	71	8,224
1989	6,154	1,441	1,802	15	9,412
Change	+1,029	+ 31	+ 184	- 56	+1,188
%Change	+ 20.1%	+ 2.2%	+11.3%	-78.9%	+ 14.4%

We noted in Table 4 that the largest increase in overall enrollment was for older students. Table 12 shows that the biggest absolute growth in new students has been in the "14-20" age group with over 900 more students in the Fall Term of 1989. This is not due to an increase in new high school enrollees, since their numbers have increased only slightly from the Fall Term of 1985 (456 students) to this past Fall Term (474 students). The fact that our new students have shifted slightly to a younger age range while the overall enrollment shows an increase in older students again argues that the overall enrollment is showing a "backed-up" effect, with older continuing students contributing to the growth (Tables 3 and 6). This is also supported by the fact that graduates are showing an increase in the number of credits earned at graduation (R.R. No. 89-25R).

Table 12

Changes in Age Ranges for New Students
Fall Term 1985 to Fall Term 1989

Fall Term	14-20 Years Old	21-30 Years Old	31-50 Years Old	Total
1985	5,638	1,499	1,087	8,224
1989	6,575	1,684	1,153	9,412
Change	+ 937	+ 185	+ 66	+1,188
%Change	+16.6%	+12.3%	+ 6.1%	+ 14.4%

As with the overall enrollment, there has been a larger percent increase in full-time (18.7%) than in part-time (9.8%) students. Table 13 shows that within the part-time credit ranges, the number of students taking 3 credits or less has dropped 28.8%. The net result of these shifts is an average credit load of 10.41 for the 1989 Fall Term for new students compared to 10.11 in 1985.

Table 13

Changes in Credit Load for New Students
Fall Term 1985 to Fall Term 1989

Fall Term	0-3 Credits	4-9 Credits	10-11 Credits	Total Part-Time	12-15 Credits	16-21 Credits	Total Full-Time
1985	950	2,294	678	3,922	3,898	382	4,302
1989	676	2,801	829	4,306	4,642	453	5,106
Change	- 274	+ 507	+ 151	+ 384	+ 744	+ 71	+ 804
%Change	-28.8%	+22.1%	+22.3%	+ 9.8%	+19.1%	+18.6%	+18.7%

One demographic that was not examined for the overall enrollment growth was Residency status. This is because the bulk of the enrollment growth consisted of Dade County residents (7,056 of 7,876 students). An interesting phenomenon for new students is that over 40% of their growth consists of students who are not Dade County residents (Table 14). This may reflect in-migration of students who subsequently establish residency. It does indicate that our growth in new students from 1985 to 1989 is not simply due to better recruitment of Dade County residents.

Table 14

Changes in Residency for New Students
Fall Term 1985 to Fall Term 1989

Fall Term	Dade County	Other Florida	Out of State	Foreign	Total
1985	7,159	101	434	467	8,224
1989	7,852	267	564	651	9,412
Change	+ 693	+ 166	+ 130	+ 184	+1,188
%Change	+ 9.7%	+164.4%	+30.0%	+39.4%	+ 14.4%

Are there any particular programs attracting the non-Dade County new students? A separate examination of the Fall Term 1989 new student program declarations revealed several patterns. The "Other Florida" group of new students consists of 165 Broward County residents, 52 (32%) of whom declared the code for the High School in Israel program. An additional 31 (19%) Broward new students were in the non-degree Occupational Upgrade category. New students from Florida counties other than Dade or Broward were also declaring the High School in Israel program (21 students or 21%), Occupational Upgrade (11 students or 11%) and pre-Bachelor of Arts (16 students). Out of State new students had 113 High School in Israel declarations (20%), 45 Business Administration A.A. (8%), 38 pre-Bachelor of Arts (7%), and 36 declaring non-degree Occupational Upgrade (6%). Foreign new students declared pre-Bachelor of Arts (112 students or 17%), Business Administration A.A. (83 students or 13%) and non-degree Occupational Upgrade (61 students or 9%). Summarizing across non-Dade County residents, the 1,482 non-Dade new students had 12.5% of their declarations in the High School in Israel program, 11.6% in pre-Bachelor of Arts, 10% in Business Administration A.A., 9% in non-degree Occupational Upgrade, and the remaining scattered among other programs.

Finally, an examination of Immigration status (Table 15) reveals that the growth in new students has come primarily from U.S. Citizens and Resident Aliens. This parallels the findings for overall enrollment growth in Table 8. Table 15 also shows that there are slightly fewer new students in the "Candidate for Asylum" category which parallels our Nicaraguan enrollment.

Table 15

Changes in Immigration Status for New Students
Fall Term 1985 to Fall Term 1989

Fall Term	U.S. Citizen	Resident Alien	Visa	Candidate Asylum	Asylee	Temporary Permanent Residency	Total
1985	5,318	1,813	395	491	3	0	8,224
1989	6,016	2,088	444	409	154	131	9,412
Change	+ 698	+ 275	+ 49	- 82	+ 151	+ 131	+1,188
%Change	+13.1%	+15.2%	+12.4%	-16.7%	—	—	+ 14.4%

In summary, the College experienced a 14.4% growth in new students from the Fall Term 1985 to the Fall Term 1989. The absolute change was +1,188 new students. Patterns in new student growth show both differences from and similarities to the overall enrollment growth. Black enrollment increased more among new students (+34.8%) than in the overall enrollment (+28.2%). White enrollment actually declined among new students (-3.0%). As with the overall enrollment, students claiming English as their native language showed a larger increase than those who claim Spanish (16.5% vs. 11.5%), full-time enrollment shows a larger percent increase than part-time enrollment (18.7% vs.9.8%), and Associate in Arts declarations have increased more than other degree categories. Surprisingly, non-degree declarations have increased more for new students (11.3%) than for the overall enrollment (9.7%). The new students have shifted to a slightly younger age range, while the overall enrollment shows an increase in older students. This again argues for the "back-up" effect among Continuing students. Finally, over 40% of the new student growth consists of non-Dade County residents.

These changes are summarized visually in Figures 9 through 15. The number of students in various categories are compared for 1989 (dark bars) vs. 1985 (light bars). The percent change in each category is superimposed as a line, with values given on the right axis of each graph.

Figure 9

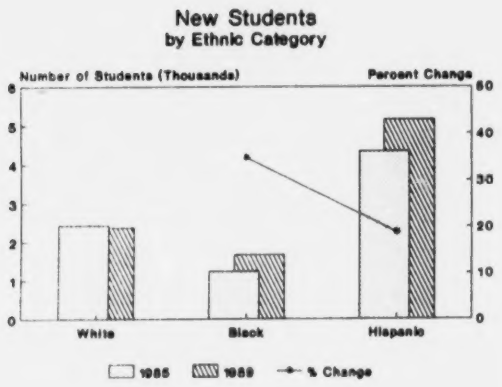


Figure 10

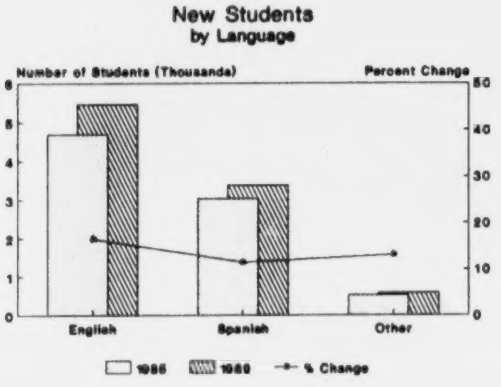


Figure 11

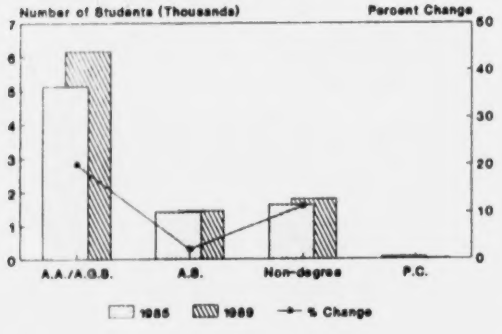


Figure 12

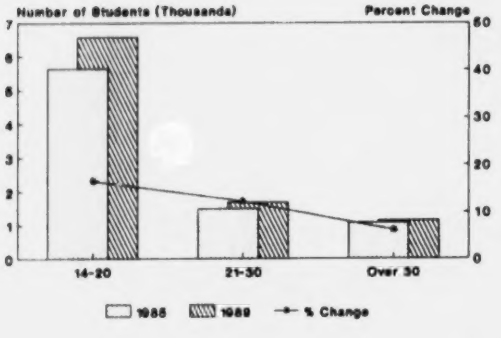


Figure 13

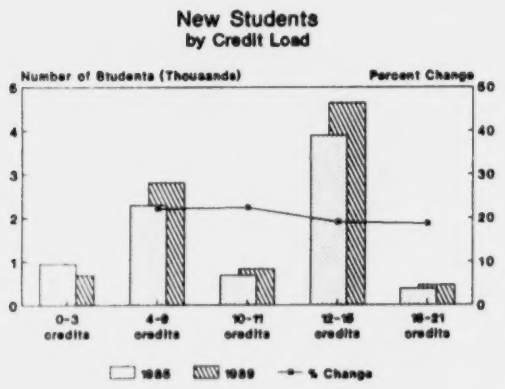


Figure 14

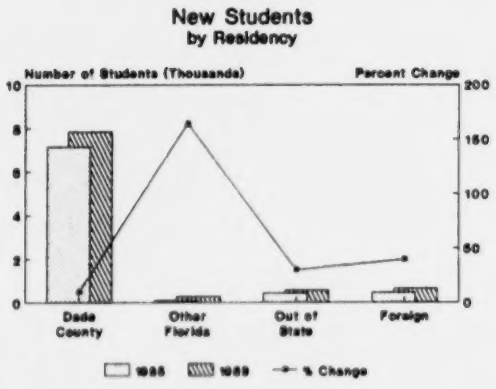
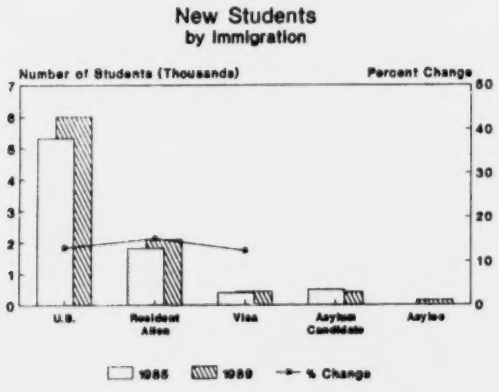


Figure 15



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